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ABSTRACT

The future supply and demand for Maine school administrators is assessed. Based on discussions with the Advisory Committee on Administrator Supply and Demand, a series of premises were established for the study. Survey instruments were designed, coded, and mailed to all superintendents and elementary and secondary principals in the state. A high return rate was noted for superintendents (66.8 percent), secondary school principals (81.8 percent), and elementary school principals (46.0 percent). Data were obtained in the following categories: (1) sex and age; (2) degrees earned; (3) recruitment rates; (4) preceding positions held; (5) number of years in present position; (6) estimation of administrators' preparation; (7) next position; (8) geographical mobility limitations by position; (9) retirements by the categories of sex and position; and (10) importance and rating of administrator qualifications. Findings showed that school administrators were predominantly male, though female-held positions are increasing. The largest percentages of administrators have been in their present position between 2 and 4 years. Most administrators reported they felt adequately prepared for their present positions and wanted to remain in the state of Maine. In the area of superintendent qualifications, management characteristics and characteristics associated with effective schools were most important. Appended are copies of administrative surveys (superintendents, supervising principals, and school committee chairpersons) and letters (cover letters and letters of support). (SI)

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SCHOOL ADMINISTRATOR SUPPLY AND DEMAND

FOR THE STATE OF MAINE

A STUDY CONDUCTED

FOR THE

Department of Educational and Cultural Services
Advisory Committee on Administrator Supply and Demand

by

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SCHOOL ADMINISTRATOR SUPPLY AND DEMAND FOR THE STATE OF MAINE

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INTRODUCTION

In 1986 the Commissioner of the Department of Educational and Cultural Services established an Advisory Committee on Administrator Supply and Demand for the state of Maine. Chaired by Mr. Leo Martin, Superintendent of Schools, MSAD #71, the committee was given the charge of assessing the future supply of and demand for Maine administrators.

At the request of the advisory committee, the University of Southern Maine Testing and Assessment Center was commissioned to conduct a supply and demand survey. Based on discussions with the advisory committee, a series of working premises was established for the study. First, administrators for the survey study were to be defined as superintendents and principals. Second, where appropriate, items similar to those appearing on a 1977 supply and demand study were to be used for purposes of longitudinal analysis.[1] Third, information was to be collected on the (1) demographic and educational backgrounds of superintendents and principals, (2) career aspirations of these groups, and (3) competencies desired in superintendents and principals by school committee chairpersons and superintendents respectively.

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1. Downey, L., and Perkins, D. The Maine Public School Administrator, The Center for Educational Field Services and Research, University of Southern Maine, 1977.

METHODOLOGY

With these premises in mind, survey instruments were designed, coded and mailed to all superintendents, elementary and secondary principals, and school committee chairpersons in the state. The code enabled identification of those returning surveys for data analysis purposes. (See Appendix A for copies of the instruments.) A cover letter from the Commissioner of the Department of Educational and Cultural Services and Advisory Committee Chairperson accompanied each survey. The letter explained the purpose of the survey and strongly encouraged the return of completed surveys. Each survey also was accompanied by a letter of support from the appropriate state associations (i.e., Maine School Management Association, Maine Elementary Principals' Association, and Maine Secondary School Principals' Association). (See Appendix B for copies of letters.) Initial return rates were as follows: for superintendents, 66.8%; for secondary principals, 81.8%; for elementary principals, 46.0%; and for school board chairpersons, 21.6%.

A followup letter was mailed to all those who had not returned a survey three weeks after the initial mailing. The second response increased the return rates significantly as described in Table 1. All but five (96.0%) secondary principals responded to the questionnaire. One hundred thirty six (93.8%) superintendents, 452 (76.1%) elementary principals, and 146 (50.9%) chairpersons completed and returned the survey as well. The high return rate of administrators leads us to believe that there is serious concern about the administrative issues raised by the committee.

TABLE 1

STATE AND SAMPLE POPULATIONS OF

MAINE SCHOOL ADMINISTRATORS

POPULATION	STATE POPULATION*	SAMPLE POPULATION	% REPRESENTED BY SAMPLE
SUPERINTENDENTS	145	136	93.8
SECONDARY PRINCIPALS	127	122	96.0
ELEMENTARY PRINCIPALS	594	452	76.1
SCHOOL COMMITTEE CHAIRPERSONS	287	146	50.9

* All state population figures supplied by the State Department of Educational and Cultural Services.

Limitations

Before turning to an analysis of the survey data, certain limitations of the study should be noted. First, only superintendents, and principals were surveyed. The exclusion of other administrative positions from the study may skew the supply and demand figures. Second, the smaller return rate, relatively speaking, for school committee chairpersons, suggest that responses may not always be reflective of chairpersons' perceptions statewide. Third, school committee members were not surveyed. Consequently, there is no way of determining if chairpersons' perceptions are shared by other school committee members. Finally, a survey of this type is based on self-reporting. Thus, the results depend upon how accurately and truthfully the respondents report their perceptions.

Data Analysis

Descriptive statistics were employed to analyze the data. Where appropriate, principals were analyzed by the categories of teaching principals and supervising principals. Supervising principals were defined as those who taught 50% or less of the time. In most of the analyses, there were no significant differences between supervising and teaching principals, and in those areas, the data were treated as one category. Since there was only one teaching secondary principal, a separate analysis was not conducted. There were, however, 86 elementary teaching principals. Analysis of the two separate categories was conducted in all areas; however, only where significant differences were found between the two groups are the findings reported here.

Sex And Age

As detailed in Table 2, of those who responded to the survey, Maine school administrators are predominantly male; however, nearly one-third (29.4%) of elementary principal positions are held by females. This is an increase in 10 years since the 1977 report where only 18.9% of the elementary principals were females. In the case of secondary principals and superintendents, the change in 10 years is small, that is, secondary female principals increased from two to six and female superintendents increased from two to four. Maine administrators are generally between the ages of 40 and 59, yet a significant number (32.5%) of elementary principals are younger, between 30 and 39 years of age (Table 3).

Degrees Earned

Table 4 indicates that 31.8% (CAS = 24.5 + Doctorate = 7.3) of Maine administrators have earned degrees beyond the Master's level. The majority of advanced degrees beyond Masters are held by superintendents. The least are held by elementary principals. A large proportion of superintendents have obtained a CAS (61.0%); and 24.8% of secondary principals and 13.7% of elementary principals have a CAS. The percentage of Master's degree attainment for elementary principals (teaching and supervising) was less (78.8%) than superintendents (94.9%) and secondary principals (92.6%). However, when the data were analyzed by the category of supervising principals only, the percentage of elementary principals who have attained a Master's degree, increased to 89.7%.

A comparison of the 1977 and 1987 data as reported in Table 5 reveals an increase from 1977 in the number of administrators holding degrees beyond the masters degree (except for elementary teaching principals). For

TABLE 2

SEX OF MAINE SCHOOL ADMINISTRATORS

POSITION	SEX			
	FEMALE		MALE	
	N	%	N	%
SUPERINTENDENT	4	2.9	130	95.6
SECONDARY PRINCIPAL	6	4.9	109	89.3
ELEMENTAY PRINCIPAL	133	29.4	288	63.7

TABLE 3

AGE OF MAINE SCHOOL ADMINISTRATORS

POSITION	AGE									
	20-29		30-39		40-49		50-59		60-60+	
	N	%	N	%	N	%	N	%	N	%
SUPERINTENDENT	0	0	7	5.1	57	41.9	63	46.3	5	3.7
SECONDARY PRINCIPAL	0	0	23	19.3	67	56.3	27	22.7	2	1.7
ELEMENTARY PRINCIPAL	6	1.3	147	32.5	181	40.0	93	20.6	5	1.1

TABLE 4

DEGREES EARNED BY MAINE SCHOOL ADMINISTRATORS

POSITION	BACHELOR'S		MASTER'S		CAS		DOCTORATE		OTHER*	
	N	%	N	%	N	%	N	%	N	%
SUPERINTENDENT	136	100	129	94.9	83	61.0	32	23.5	4	2.9
SECONDARY PRINCIPAL	122	100	113	92.6	30	24.8	8	6.6	5	4.1
ELEMENTARY SUPERVISING PRINCIPAL	358	100	321	89.7	58	16.2	12	3.4	15	4.2
ELEMENTARY TEACHING PRINCIPAL	86	100	36	41.9	3	3.5	-	-	4	4.7
TOTAL	702	100	599	84.4	174	24.5	52	7.3	28	3.9

* Some respondents listed other degrees such as associate degree, law degree, etc.

TABLE 5

HIGHEST DEGREE EARNED BY MAINE SCHOOL ADMINISTRATORS

1977 AND 1987

POSITION	BS DEGREE (%)		MS DEGREE (%)		CAS (%)		DOCTORATE (%)	
	1977	1987	1977	1987	1977	1987	1977	1987
SUPERINTENDENT	2.0	5.1	46.0	33.8	37.0	37.5	13.0	23.5
SECONDARY PRINCIPAL	6.2	7.4	78.0	68.0	11.3	18.0	1.6	2.5
ELEMENTARY SUPERVISING PRINCIPAL	14.7	11.5	76.9	72.4	7.7	12.8	0.0	7.4
ELEMENTARY TEACHING PRINCIPAL	59.0	61.6	36.0	36.0	3.0	2.3	2.0	0.0

example, more superintendents have earned doctoral degrees and 23.5% of the secondary principals hold CAS or doctoral degrees as compared to 12.9% in 1977. The increase is even more pronounced for elementary supervising principals where there is a 12.5% increase. The one exception is for teaching elementary principals. In this case the 1987 percentages paralleled those of 1977.

Maine Administrators Currently Matriculated In A Degree Program

An examination of the totals in Table 4 reveals that of the total 702 administrators who reported their degrees, 111 do not have Master's degrees. Of those, forty two (42) are elementary supervising principals. As Table 6 shows, thirty nine (39) administrators are currently enrolled in Master's degree programs, twenty three (23) of which are elementary supervising principals. A much greater number of the sample (536) have not obtained a CAS; however, only 55 are currently enrolled in CAS programs, two of which are superintendents. Not surprisingly, an even greater number of administrators do not have doctorates, with only 25 currently enrolled in doctoral programs. Table 6 also reflects the number of administrators enrolled in programs within the University of Maine System (N=97) and those enrolled elsewhere (N=22).

How Maine Administrators Were Recruited For Their Present Position

Turning to the topic of recruitment, Table 7 indicates that the majority of superintendents responded to a newspaper ad (44.9%) or were asked to apply (34.6%) for their present position. Secondary and elementary principals, on the other hand, were recruited most often through in-house postings and newspaper ads. As many secondary principals responded to newspaper ads (35.2%) as to in-house postings (36.1%) but only

TABLE 6

MAINE SCHOOL ADMINISTRATORS CURRENTLY MATRICULATED
IN A DEGREE PROGRAM

POSITION	DEGREE			INSTITUTION			
	MA/MED	CAS	EdD/PHD	UM SYSTEM		OTHER	
				N	%	N	%
SUPERINTENDENT	3	2	10	7	49.9	8	50.1
SECONDARY PRINCIPAL	2	15	4	15	71.4	6	28.7
ELEMENTARY SUPERVISING PRINCIPAL	23	31	9	56	88.8	7	11.1
ELEMENTARY TEACHING PRINCIPAL	11	7	2	19	95.0	1	5.0
TOTAL	39	55	25	97		22	

TABLE 7

HOW MAINE ADMINISTRATORS WERE RECRUITED FOR THEIR PRESENT POSITION

RECRUITMENT	SUPERINTENDENT		SECONDARY PRINCIPAL		ELEMENTARY PRINCIPAL	
	N	%	N	%	N	%
IN-HOUSE POSTING	10	7.4	44	36.1	224	49.6
ASKED TO APPLY	47	34.6	17	13.9	59	13.1
LEARNED FROM COLLEAGUE	10	7.4	16	13.1	20	4.4
NEWSPAPER AD	61	44.9	43	35.2	129	28.5
PLACEMENT SERVICE	5	3.7	-	-	5	1.1
OTHER	2	1.5	2	1.6	10	2.2

about half as many elementary principals (28.5%) were recruited by newspaper ads as opposed to in-house postings (49.6%). Recruitment by placement services were used least by all three groups of administrators. With regard to the 1977 report, contrasts worth noting are that 19.5% of secondary principals used placement services while none in the 1987 data reported using them. Thirty nine percent (39%) of the elementary principals in 1977 reported learning about their position from a colleague, while only 4.4% in 1987 reported the same.

Positions Held By Administrators Immediately Preceding Present Position

Turning to Table 8, most superintendents held positions in the superintendency or as assistant superintendent immediately preceding their present position (44.1% as superintendent, 26.5% as assistant superintendent). Less than 30% held positions in other categories listed in the table, with no one reporting that their immediate previous position was in teaching. In the 1977 data about 50% of superintendents had previous experience as a superintendent.

There is a similar pattern for secondary principals. Most held positions as principals (38.5%) or assistant principals (32.8%) and only 14.8% reported holding a teaching position immediately preceding their present principalship. Ten years ago, 49% of secondary principals held positions as assistant principals and almost 55% brought experience from a previous principalship.

An almost equal percentage of elementary principals, on the other hand, were principals or assistant principals (42.3%) as were teachers (40.3%) immediately preceding their present position as principal. Only 18% of the elementary principals in the 1977 report had experience as a

TABLE 8

POSITIONS HELD BY MAINE SCHOOL ADMINISTRATORS IMMEDIATELY PRECEDING PRESENT POSITION

PREVIOUS POSITION	PRESENT POSITION					
	SUPERINTENENT		SECONDARY PRINCIPAL		ELEMENTARY PRINCIPAL	
	N=132		N=122		N=443	
	N	%	N	%	N	%
SUPERINTENDENT	60	44.1	1	.8	2	.4
ASSISTANT SUPERINTENDENT	36	26.5	–	–	–	–
PRINCIPAL	24	17.6	47	38.5	141	31.2
ASSISTANT PRINCIPAL	3	2.2	40	32.8	50	11.1
CURRICULUM DIRECTOR	1	.7	–	–	8	1.8
SPECIAL EDUCATION DIRECTOR	1	.7	1	.8	10	2.2
EDUCATIONAL CONSULTANT	2	1.5	–	–	–	–
GUIDANCE	–	–	5	4.1	1	.2
TEACHER	–	–	18	14.8	182	40.3
GRADUATE STUDENT	–	–	1	.8	3	.7
NON EDUCATION POSITION	1	.7	–	–	–	–
OTHER	6	4.5	9	7.4	49	10.8

principal. Very few administrators held positions other than their present or teaching positions.

Maine Administrators' Number of Years in Present Position

As shown in Table 9 more administrators have between 2 and 4 years tenure in their present position than any other combination of years. An average of 19% of Maine administrators are in the first year of their job and less than 2% of Maine administrators have held their present position for more than 24 years. A greater percentage of elementary principals (12.2%) have held their present position for 18 or more years than superintendents (3.9%) or secondary principals (8.2%). Since 1977 the average number of years in present position increased for secondary principals (from 6.0 to 6.5 years) and elementary principals (from 6.4 to 7.7 years). For superintendents, however, the average number of years in present position dropped slightly from 6.1 to 5.3 years.

Maine Administrators' Estimation of Their Preparation

Overwhelmingly, administrators reported that they felt they were adequately prepared for their present position (Table 10). A comparison with the 1977 data reflects a large increase in all categories for those saying they felt adequately prepared. Although small in number, those who indicated that they were not adequately prepared were asked to answer the following question: "What experience and training would have better prepared you for your present position?" Responses included more course work, more training in evaluation and observation, research in management of people, and more training in time management and supervision. The most frequent response was more on-the-job training.

TABLE 9

MAINE SCHOOL ADMINISTRATORS'

NUMBER OF YEARS IN PRESENT POSITION

POSITION	YEARS														AVERAGE NO OF YEARS
	1		2-4		5-8		9-12		13-17		18-23		24+		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
SUPERINTENDENCY	30	22.1	51	37.5	25	18.8	14	10.7	10	3.1	4	3.1	1	.8	5.3
SECONDARY PRINCIPALSHIP	20	16.4	49	40.1	23	18.9	8	6.6	12	9.7	8	6.6	2	1.6	6.5
ELEMENTARY PRINCIPALSHIP	85	18.8	143	31.6	89	19.6	36	8.0	41	9.0	46	10.2	9	2.0	7.7

TABLE 10

MAINE SCHOOL ADMINISTRATORS'
ESTIMATION OF THEIR PREPARATION
(Were they adequately prepared for their present position?)

POSITION	YES		NO	
	1977 %	1987 %	1977 %	1987 %
SUPERINTENDENT	67.4	92.5	32.6	7.5
SECONDARY PRINCIPAL	66.7	81.1	33.3	18.9
ELEMENTARY PRINCIPAL	60.7	79.1	39.3	20.9

Next Position of Maine Administrators

Maine administrators were asked the likelihood of leaving their present position to take another position either within or outside of their present school system. Only six (4.4%) superintendents indicated that there was a 50% or above likelihood that they would leave their present superintendency for another position (Table 11). Of those, two reported they would like to take a position as assistant superintendent and two indicated they would like a position in teaching.

A higher percentage of secondary principals indicated they would like to change positions (19.7%). Of those, fourteen (58.3%) desired to take a position as superintendent and four 16.7% as assistant superintendent. Two principals (8.3%) indicated that they would like to take a teaching position.

Turning to elementary principals, the highest percentage of respondents reported that they would leave their principalship to take a teaching position (29.6%). About 30.0% aspired to a superintendency or assistant superintendency, and 11.2% indicated they would leave the principalship to take a position outside of education.

Geographical Mobility Limitations By Position

With respect to making a career change within the next few years, superintendents were asked the likelihood of taking another superintendency in various areas of the country (Table 12). Of those who indicated that they would (N=75), 63.3% indicated that they wanted to stay within Maine (i.e., within Maine only, region only, or near present residence). Ten more wanted to remain in New England, and 13 said they would take a superintendency anywhere in the U.S. Further analysis by age and sex (Table 13) revealed that most of those superintendents indicating they

TABLE 11

NEXT POSITION OF MAINE SCHOOL ADMINISTRATORS WHO ANTICIPATE TAKING ANOTHER POSITION WITHIN THE NEXT 5 YEARS

NEXT DESIRED POSITION	PRESENT POSITION					
	SUPERINTENDENT		SECONDARY PRINCIPAL		ELEMENTARY PRINCIPAL	
	N	%	N	%	N	%
SUPERINTENDENT	1	16.6	14	58.3	22	22.4
ASSISTANT SUPERINTENDENT	2	33.3	4	16.7	8	8.2
PRINCIPAL	1	16.6	3	12.5	23	23.5
CURRICULUM SPECIALIST	-	-	-	-	2	2.0
UNIVERSITY FACULTY	-	-	-	-	1	1.0
TEACHER	2	33.3	2	8.3	29	29.6
DEPARTMENT OF EDUCATION	-	-	-	-	2	2.0
GUIDANCE	-	-	-	-	-	-
NON EDUCATION	-	-	1	4.2	11	11.2
TOTAL	6		24		98	

TABLE 12

GEOGRAPHICAL MOBILITY LIMITATIONS BY POSITION

GEOGRPHICAL LIMITATIONS	POSITION									
	SUPERINTENDENT		SECONDARY PRINCIPAL				ELEMENTARY PRINCIPAL			
			COMPARABLE		HIGHER		COMPARABLE		HIGHER	
	N	%	N	%	N	%	N	%	N	%
ANYWHERE IN U.S.	13	17.3	22	19.3	22	19.6	44	10.8	56	14.0
ONLY IN NEW ENGLAND	10	13.3	7	6.1	6	5.4	23	5.6	29	7.3
ONLY WITHIN MAINE	36	48.0	34	29.8	39	34.8	94	23.0	110	27.6
ONLY MY REGION OF STATE	6	8.0	12	10.5	14	12.5	76	18.6	59	14.6
ONLY IF NO CHANGE OF RESIDENCE INVOLVED	10	13.3	34	29.8	24	21.4	156	38.2	119	29.8
WOULD NOT CHANGE POSITION	-	-	5	4.4	7	6.3	15	3.7	26	6.5
TOTAL	75		114		112		408		399	

TABLE 13

SUPERINTENDENTS

GEOGRAPHICAL MOBILITY LIMITATIONS

WHERE			AGE					SEX	
	N	%	20–29	30–39	40–49	50–59	60+	M	F
ANYWHERE IN U.S.	13	17.3	–	–	7	6	–	13	–
ONLY IN NEW ENGLAND	10	13.3	–	1	7	2	–	10	–
ONLY WITHIN MAINE	36	48.0	–	2	20	12	–	35	1
ONLY IN MY REGION OF STATE	6	8.0	–	–	4	2	–	5	1
NO CHANGE OF RESIDENCE	10	13.3	–	2	5	3	–	10	–

would take another superintendency were between the ages of 40 and 49.

Principals (elementary and secondary) were asked a similar question with respect to career change. Of those indicating that they would be willing to take another position comparable to their present one, most desired to stay in Maine (N=406) (Tables 14 and 16). Approximately seventy percent (70.1%) of the secondary principals wanted to remain within Maine, and 79.8% of the elementary principals likewise wished to remain within Maine. Approximately 30-40% indicated they would take a comparable position only if they did not have to change their present residence. The percentages were similar for those respondents who indicated they would accept a position higher than their present one (Tables 15 and 17).

Again, when analyzed by age and sex, secondary principals who indicated they would take a comparable or higher position tended to be in the 40-49 age category and predominantly male (Tables 14 and 15). Elementary principals were quite evenly split between the age categories of 30-39 and 40-49, and about 30% were females (Tables 16 and 17).

Retirements By The Categories of Sex And Position

Within the next five years 26.5% of the present administrators expect to retire. A break down by position and sex is shown in Table 18. The greatest number of available positions will be in the superintendency with approximately forty percent (N=55) of the superintendents reporting that they will retire within the next five years. The largest number will retire in 1991 (N=24). As Table 19 reports 130 elementary and secondary principals are interested in becoming superintendents sometime in the future, with 67 currently holding superintendency certification.

An anticipated twenty-nine positions (23.8%) for secondary

TABLE 14

SECONDARY PRINCIPALS

GEOGRAPHICAL MOBILITY LIMITATIONS
(COMPARABLE POSITION)

WHERE	AGE					SEX		COMPARABLE	
	20–29	30–39	40–49	50–59	60+	M	F	N	%
ANYWHERE IN U.S.	–	6	13	–	–	21	–	22	19.3
ONLY IN NEW ENGLAND	–	2	4	–	–	7	–	7	6.1
ONLY WITHIN MAINE	–	1	24	7	1	31	–	34	29.8
ONLY IN MY REGION OF STATE	–	3	4	4	1	9	2	12	10.5
NO CHANGE OF RESIDENCE	–	10	17	6	–	30	3	34	29.8

TABLE 15

SECONDARY PRINCIPALS

GEOGRAPHICAL MOBILITY LIMITATIONS
(HIGHER POSITION)

WHERE	AGE					SEX		HIGHER	
	20–29	30–39	40–49	50–59	60+	M	F	N	%
ANYWHERE IN U.S.	–	6	14	2	–	20	1	22	19.6
ONLY IN NEW ENGLAND	–	2	14	2	–	6	–	6	5.4
ONLY WITHIN MAINE	–	7	25	5	1	33	2	39	34.8
ONLY IN MY REGION OF STATE	–	2	7	4	1	12	1	14	12.5
NO CHANGE OF RESIDENCE	–	6	12	5		22	2	24	21.4

TABLE 16

ELEMENTARY PRINCIPALS

GEOGRAPHICAL MOBILITY LIMITATIONS
(COMPARABLE POSITION)

WHERE	AGE					SEX		COMPARABLE	
	20–29	30–39	40–49	50–59	60+	M	F	N	%
ANYWHERE IN U.S.	2	11	22	7	–	29	12	44	10.8
ONLY IN NEW ENGLAND	2	8	8	5	–	12	8	23	5.6
ONLY WITHIN MAINE	1	25	47	15	1	68	21	94	23.0
ONLY IN MY REGION OF STATE	–	35	27	11	–	52	20	76	18.6
NO CHANGE OF RESIDENCE	–	60	63	29	1	89	60	156	38.2

TABLE 17

ELEMENTARY PRINCIPALS

GEOGRAPHICAL MOBILITY LIMITATIONS
(HIGHER POSITION)

WHERE	AGE					SEX		HIGHER	
	20–29	30–39	40–49	50–59	60+	M	F	N	%
ANYWHERE IN U.S.	3	17	25	8	1	34	17	56	14.0
ONLY IN NEW ENGLAND	1	15	9	4	–	19	9	29	7.3
ONLY WITHIN MAINE	1	35	48	20	–	82	22	110	27.6
ONLY IN MY REGION OF STATE	–	29	21	7	–	37	19	59	14.6
NO CHANGE OF RESIDENCE	–	39	52	25	1	67	47	119	29.8

TABLE 18

RETIREMENTS BY THE CATEGORY OF SEX AND POSITION

POSITION	YEAR OF RETIREMENT										STATE PROJECTED TOTAL 1987-91
	1987		1988		1989		1990		1991		
	M	F	M	F	M	F	M	F	M	F	
SUPERINTENDENT	4	-	10	-	6	-	11	-	22	2	55
SECONDARY PRINCIPAL	3	1	6	-	3	-	7	1	8	-	29
ELEMENTARY PRINCIPAL	15	3	10	5	10	4	17	4	22	11	101
TOTAL	22	4	26	5	19	4	35	5	52	13	185

TABLE 19

PRINCIPALS
INTERESTED IN
BECOMING A SUPERINTENDENT

POSITION	SEX		AGE					CERTIFIED AS SUPT.	
	M	F	20–29	30–39	40–49	50–59	60+	YES	NO
ELEMENTARY PRINCIPALS	64	19	1	37	42	9	–	46	43
SECONDARY PRINCIPALS	45	2	–	13	32	5	–	21	26
TOTAL	109	21	1	50	74	14	–	67	69

principalships will become available over the next five years with the greatest number (N=8) in both 1990 and 1991. Approximately 22.4% of the elementary principals indicate they planned on retiring within five years. The greatest number of retirements will occur in 1991. About twenty-seven percent (27.0%) of the retirees from elementary principalships will be female.

IMPORTANCE AND RATING OF ADMINISTRATOR QUALIFICATIONS

Tables 20 and 21 report the importance and rating assigned to selected administrator qualifications. With regard to school committee chairpersons' assessment of superintendents (Table 20), the ten qualifications considered most important in selecting superintendents, and the degree to which the recent pool of applicants possessed these qualifications, are marked with an asterisk. A similar matching for superintendents' assessment of principals appears on Table 21. (Lower values indicate greater importance and possession of the qualifications.)

For superintendents, the top ten qualifications include a combination of management characteristic (e.g., finance and budgeting, law) and several which may be described as characteristics associated with effective schools (e.g., high expectations, motivate staff and students, clear goals, etc.). Among those qualifications considered less important, relatively speaking, ones of particular note are, bringing about change, organizational theory, and experience as principals or experience in Maine schools. Turning to an assessment of the pool of applicants, not all those qualifications considered most important are possessed by the applicants. However, caution should be exercised in examining the differences because, overall, the pool of applicants were rated high on all characteristics with very

TABLE 20
CHAIRPERSONS' RATING OF
SUPERINTENDENT QUALIFICATIONS

QUALIFICATIONS	IMPORTANCE IN SELECTING A SUPERINTEDENT	DEGREE TO WHICH POOL OF APPLICANTS POSSESSED QUALIFICATIONS
	$\bar{X}$	$\bar{X}$
PERSONAL:		
High Expectations	1.83 *	1.76 *
Creativity	2.30	2.17
Intelligence	1.92	1.52 *
Gets along with people	1.42 *	1.70 *
Experience as principal	2.84	1.36 *
Experience in Maine schools	3.21	1.35 *
SKILLS TO:		
Provide a safe & orderly learning climate	2.11	1.52 *
Set clear goals	1.69 *	1.92
Communicate effectively	1.28 *	1.90
Motivate staff & students	1.53 *	2.10
Analyze & solve problems	1.78 *	1.79
Administer board policies	1.91	1.53 *
Evaluate & report student learning	2.55	1.86
Supervise & evaluate personnel & programs	1.94	1.78 *
Influence community support	2.01	2.08
Bring about change	2.53	2.19
KNOWLEDGE ABOUT:		
School finance & budgeting	1.49 *	1.46 *
Law affecting schools	1.76 *	1.59 *
Organizational theory	2.56	1.93
Curriculum development	1.81 *	1.86
Staff development	1.85 *	1.83

TABLE 21
SUPERINTENDENTS' RATING OF
PRINCIPAL QUALIFICATIONS

QUALIFICATIONS	IMPORTANCE IN SELECTING A PRINCIPAL	DEGREE TO WHICH POOL OF APPLICANTS POSSESSED QUALIFICATIONS		
	$\bar{X}$	E	M	H
PERSONAL:		$\bar{X}$	$\bar{X}$	$\bar{X}$
High Expectations	1.38 *	1.82*	1.85*	1.73*
Creativity	2.18	2.14	2.13	2.15
Intelligence	1.84	1.76*	1.76*	1.68*
Gets along with people	1.41*	1.73*	1.65*	1.70*
Experience as principal	2.85	2.29	2.00	2.06*
Experience in Maine schools	3.65	1.52*	1.46*	1.48*
SKILLS TO: Provide a safe & orderly learning climate	1.74*	1.61*	1.41*	1.65*
Set clear goals	1.50*	2.06*	2.02	2.11
Communicate effectively	1.37*	1.87*	1.80*	1.76*
Motivate staff & students	1.37*	2.01*	1.91*	2.06*
Analyze & solve problems	1.62*	2.11	2.00*	2.01*
Administer board policies	2.16	1.82*	1.58*	1.75*
Evaluate & report student learning	2.16	2.02*	1.89*	2.04
Supervise & evaluate personnel & programs	1.53*	2.17	2.10	2.15
Influence community support	2.08	2.22	2.11	2.13
Bring about change	2.02	2.25	2.16	2.07
KNOWLEDGE ABOUT: School finance & budgeting	3.07	2.33	2.16	2.10
Law affecting schools	2.53	2.23	2.13	2.03
Organizational theory	2.58	2.33	2.34	2.23
Curriculum development	1.75*	2.20	2.17	2.25
Staff development	1.74*	2.21	2.15	2.24

small distinctions between ratings of individual qualifications.

For principals, the qualifications selected by superintendents as most important deal almost exclusively with those qualifications and characteristics associated with effective schools. And these qualifications are given the highest ratings with regard to an assessment of the pool of applicants at all three levels, elementary, middle, and secondary. The areas most note worthy for their lack of congruence between rank in importance and assessment of the applicant pools are curriculum development and staff development. However, again caution must be exercised in interpreting these differences because of small differences in average values assigned to the individual qualifications.

SUMMARY

The purpose of the survey was to assess the future supply of and demand for Maine administrators. The overall survey return rate was high with approximately 96% of secondary principals, 94% of superintendents and nearly 80% of elementary principals responding. The return rate for school committee chairpersons was 51%.

The data showed that Maine school administrators are predominantly male; however, there was an increase in the number of females holding administrative positions since 1977. The majority of administrators are between the ages of 40 and 59. About thirty two percent of Maine administrators hold a CAS which is an increase from the 1977 report.

Administrators were recruited to their position by newspaper ads, in-house postings and/or were asked to apply. This is a change from 1977 when administrators indicated that they used placement services or learned about their position from a colleague. Most administrators held previous positions in administration or teaching.

The largest percentages of administrators have been in their present position between two and four years. This is consistent with the 1977 report. Administrators' perceptions about their preparadness for their job, however, have changed since 1977. Overwhelmingly, most administrators reported that they felt adequately prepared for their present position. In 1977 a higher percentage of administrators reported that they were either not adequately prepared or they were uncertain as to whether they had adequate preparation.

Of those indicating that they anticipate taking another position in the next five years, most reported that they wanted to remain in the State of Maine. Fifty-five (40.0%) superintendents indicated that they would retire within the next five years. One hundred thirty principals indicated that they were interested in becoming a superintendent, 67 of which are certified and 46 more of which are currently matriculated in a CAS program.

With regard to ratings of administrator qualifications, ten qualifications were noted as being most important by school committee chairpersons in the hiring of superintendents and by superintendents in the hiring of principals. Most important for superintendent qualifications were management characteristics and characteristics associated with effective schools. Principal qualifications which were rated highest were those characteristics associated with effective schools. The overall satisfaction with the pool of candidates who applied for school administrative positions was on the positive side.

APPENDA INDEX

Appendix A: Administrative Surveys
- Superintendents
- Supervising Principals
- School Committee Chairpersons

Appendix B: Letters
- Cover Letter
- Letters of Support

APPENDIX A

Administrative Surveys

- Superintendents
- Supervising Principals
- School Committee Chairpersons

INSTRUCTIONS FOR SUPERINTENDENTS SURVEY

This survey is being sent to all superintendents in the state. The surveys are coded for follow-up purposes and to permit analysis of the data by type of district and region of the state. All survey information is strictly confidential. If you need additional space for comments, please use the reverse side of questionnaire.

Please Note: On pages 4 and 5 all qualifications should be rated relative to the other qualifications listed.

Thank you in advance for your assistance.

Code_____

SUPERINTENDENTS

1. Please indicate the number of pupils in your district. _____no. of pupils.

2. Please circle the grade distribution: K-6 K-8 K-12 Other_____

3. Degrees you have earned:

_____Bachelor's degree area of concentration_____

_____Master's degree area of concentration_____

_____CAS degree area of concentration_____

_____Doctorate area of concentration_____

_____Other (please specify)_____ area of concentration_____

4. Are you currently enrolled in a degree program? _____Yes _____No

If YES, what degree?_____

How many credits have you earned?_____

From what institution?_____

5. Sex: _____Female 6. Age: _____20-29 _____40-49 _____60 or 60+

_____Male _____30-39 _____50-59

7. Were you hired from within the system? _____yes _____no

8. How were you recruited to your present position?

_____In-house posting

_____Asked to apply

_____Learned from colleague

_____Newspaper ad

_____Placement service

_____Other (Please specify)_____

9. How many years have you held your present position? _____years.

10. Which of your qualifications do you think were most important to the Board Members who hired you for your present position?

_____

_____

_____

11. Do you think you were adequately prepared for your present position?

_____Yes _____No

If no or uncertain, what experience and training would have better prepared you for the position?_____

_____

_____

12. What was the title of the position you held immediately preceding your present position?_____

13. What is the likelihood of the following happening with respect to your career in the next 3-5 years?

Use this rating scale to respond to each item below:

1 = Very Likely (75-100% Certainty)
2 = Fairly Likely (50-75% Certainty)
3 = Fairly Unlikely (25-50% Certainty)
4 = Very Unlikely (0-25% Certainty)

_____Retire from superintendency.
Please check year: ____1987 ____1988 ____1989 ____1990 ____1991

_____Continue in present position.

_____Take another superintendency
_____anywhere in U.S.
_____only within New England.
_____only within Maine.
_____only in my region of the state.
_____only if I did not have to change my residence.

_____Leave superintendency to take another position within your present school system. (If so, what position?_____)

_____Leave superintendency to take a position within another school system. (If so, what position?_____)

_____Leave education.

14. How many principals have been hired by your school system within the last 10 years? _____ number hired.

(E) Elementary: Grades _____ to _____
(M) Middle: Grades _____ to _____
(H) High School: Grades _____ to _____

Please fill in the appropriate grades for your school

For each hiring please provide the following information:

Year of Search	Approximate Number of Applicants			Overall Assessment of Quality of Applicants											
				Very Good			Good			Fair			Poor		
	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H
1977-78															
1978-79															
1979-80															
1980-81															
1981-82															
1982-83															
1983-84															
1984-85															
1985-86															
1986-87															

15. How did you recruit applicants for your most recent hiring? (Please check all that apply.)

_____ Advertised in newspaper
  _____ local _____ New England
  _____ state _____ national
_____ Advertised in professional journal
_____ Posted position opening:
  _____ within school district
  _____ with placement bureau
_____ Solicited names from:
  _____ administrator training programs
  _____ professional colleagues
_____ used search consultant
_____ Other (Please specify) _____

16. Below is a list of personal and professional qualifications. Please indicate how important each one is in selecting a PRINCIPAL. (PLEASE RATE EACH ONE RELATIVE TO OTHER QUALIFICATIONS LISTED).

PERSONAL AND PROFESSIONAL QUALIFICATIONS		DEGREE OF IMPORTANCE				
		Extremely Important	Very Important	Important	Less Important	Not Important
PERSONAL:						
1. High expectations	1.					
2. Creativity	2.					
3. Intelligence	3.					
4. Gets along with people	4.					
5. Experience as principal	5.					
6. Experience in Maine schools	6.					
SKILLS TO:						
7. Provide a safe & orderly learning climate	7.					
8. Set clear goals	8.					
9. Communicate effectively	9.					
10. Motivate staff & students	10.					
11. Analyze & solve problems	11.					
12. Administer board policies	12.					
13. Evaluate & report student learning	13.					
14. Supervise & evaluate personnel & programs	14.					
15. Influence community support	15.					
16. Bring about change	16.					
KNOWLEDGE ABOUT:						
17. School finance & budgeting	17.					
18. Laws affecting schools	18.					
19. Organizational theory	19.					
20. Curriculum development	20.					
21. Staff development	21.					
22. Other (please specify)	22.					

_____

17. Below are listed the same qualifications. Considering the searches of the past 10 years as a composite, please indicate to what degree the pool of applicants for your principals' positions have possessed these qualifications. PLEASE RATE EACH ITEM RELATIVE TO THE OTHERS LISTED ACCORDING TO YOUR DEFINITION OF THE FOLLOWING LEVELS:

(E) Elementary: Grades _____to_____
(M) Middle: Grades _____to_____
(H) High School: Grades _____to_____

Please fill in the appropriate grades for your school

PERSONAL AND PROFESSIONAL QUALIFICATIONS		POOL OF APPLICANTS								
		MOST			SOME			VERY FEW		
		E	M	H	E	M	H	E	M	H
PERSONAL:										
1. High expectations	1.									
2. Creativity	2.									
3. Intelligence	3.									
4. Gets along with people	4.									
5. Experience as principal	5.									
6. Experience in Maine schools	6.									
SKILLS TO:										
7. Provide a safe & orderly learning climate	7.									
8. Set clear goals	8.									
9. Communicate effectively	9.									
10. Motivate staff & students	10.									
11. Analyze & solve problems	11.									
12. Administer board policies	12.									
13. Evaluate & report student learning	13.									
14. Supervise & evaluate personnel & programs	14.									
15. Influence community support	15.									
16. Bring about change	16.									
KNOWLEDGE ABOUT:										
17. School finance & budgeting	17.									
18. Laws affecting schools	18.									
19. Organizational theory	19.									
20. Curriculum development	20.									
21. Staff development	21.									
22. Other (please specify) _____	22.									

INSTRUCTIONS FOR SUPERVISING PRINCIPALS SURVEY

This survey is being sent to all supervising principals in the state. The surveys are coded for follow up purposes and to permit analysis of the data by type of district and region of the state. All survey information is strictly confidential.

If you need additional space for comments, please use the reverse side of questionnaire.

Thank you in advance for your assistance.

Code _____

SUPERVISING PRINCIPALS

1. What percentage of time do you teach? _____ percent of time.

2. Please indicate the enrollment of the schools which you supervise.
_____ enrollment

3. Please indicate the number of pupils in your school system.
_____ no. of pupils

4. Please indicate the grade levels in your school.
_____

5. Degrees you have earned:

_____Bachelor's degree	area of concentration_____
_____Master's degree	area of concentration_____
_____CAS degree	area of concentration_____
_____Doctorate	area of concentration_____
_____Other (specify)_____	area of concentration_____

6. Are you currently enrolled in a degree program? ____Yes ____No

If YES, what degree?_____

How many credits have you earned?_____

From what institution?_____

7. Are you certified as a superintendent? _____yes _____no

8. Are you interested in becoming a superintendent? _____yes _____no

9. Sex: _____Female _____Male

10. Age: _____20-29 _____30-39 _____40-49 _____50-59 _____60 or 60+

11. How did you learn about your present position?

_____Promoted from within the system
_____Asked to apply
_____Learned from colleague
_____Newspaper ad
_____Placement Service
_____Other (Please specify_____)

12. How many years have you held your present position? _____years.

13. Which of your qualifications do you think were most important to the superintendent who recommended your employment?

_____

_____

14. Do you think you were adequately prepared for your present position?
_____Yes _____No

If no or uncertain, what experience and training would have better prepared you for this position?_____

_____

_____

15. What was the title of the position you held immediately preceding your present position?_____

16. What is the likelihood of the following happening with respect to your career in the next 5 years?

Use this rating scale to respond to each item below:

1 = Very Likely (75-100% Certainty)
2 = Fairly Likely (50-75% Certainty)
3 = Fairly Unlikely (25-50% Certainty)
4 = Very Unlikely (0-25% Certainty)

_____Retire from principalship.
Please check year: ____1987 ____1988 ____1989 ____1990 ___1991

_____Continue in present position.

_____Take another principalship.

_____Leave principalship to take another position within your present school system.
(If so, what position?_____)

_____Leave principalship to take a position within another school system.
(If so, what position?_____)

_____Leave education.

17. Please check the appropriate category for A and B below:
A. In the next 5 years, I would be willing to take a position comparable to my present one
_____anywhere in U.S.
_____only within New England.
_____only within Maine.
_____only within my region of the state.
_____only if I did not have to change my residence.

B. In the next 5 years, I would be willing to take a position higher than my present one
_____anywhere in U.S.
_____only within New England.
_____only within Maine.
_____only within my region of the state.
_____only if I did not have to change my residence.

INSTRUCTIONS FOR BOARD CHAIRPERSON SURVEY

This survey is being sent to all persons who serve on a School Board as chair. The surveys are coded for follow-up purposes and to permit analysis of the data by type of district and region of the state. All survey information is strictly confidential. If you need additional space for comments, please use the reverse side of questionnaire.

Please Note: On pages 2 and 3 all qualifications should be rated relative to the other qualifications listed.

If you feel that someone else on the Board would be better able to respond to the enclosed survey, would you please ask that person to complete it.

Thank you in advance for your assistance.

CHAIRPERSON OF SCHOOL BOARD Code_____

1. Please indicate the number of pupils in your school system. _____no. of pupils.

2. Circle the grade distribution for your school system. K-6 K-8 K-12 Other_____

3. How many years have you held the position of Chairperson of your school board? _____years.

4. How many years have you served on the school board? _____years.

5. How many superintendents have been hired by your school system within the last 10 years? _____number hired.

For each hiring please provide the following information:

Year of Search	Approximate Number of Applicants	Overall Assessment of Quality of Applicants			
		Very Good	Good	Fair	Poor
1977-78					
1978-79					
1979-80					
1980-81					
1981-82					
1982-83					
1983-84					
1984-85					
1985-86					
1986-87					

6. How did you recruit applicants for your most recent hiring? (Please check all that apply).

_____Advertised in newspaper
_____local _____New England
_____state _____national
_____Advertised in professional journal
_____Posted position opening:
_____within school district
_____with placement bureau
_____Solicited names from:
_____administrator training programs
_____professional colleagues
_____Used search consultant
_____Other (Please Specify)_____

7. Below is a list of personal and professional qualifications. Please indicate how important each one is in selecting a superintendent. PLEASE RATE EACH ONE RELATIVE TO OTHER QUALIFICATIONS LISTED.

PERSONAL & PROFESSIONAL QUALIFICATIONS		DEGREE OF IMPORTANCE					
		Extremely Important	Very Important	Important	Less Important	Not Important	Don't Know
PERSONAL:							
1. High Expectations	1.						
2. Creativity	2.						
3. Intelligence	3.						
4. Gets along with people	4.						
5. Experience as principal	5.						
6. Experience in Maine schools	6.						
SKILLS TO:							
7. Provide a safe & orderly learning climate	7.						
8. Set clear goals	8.						
9. Communicate effectively	9.						
10. Motivate staff & students	10.						
11. Analyze & solve problems	11.						
12. Administer board policies	12.						
13. Evaluate & report student learning	13.						
14. Supervise & evaluate personnel & programs	14.						
15. Influence community support	15.						
16. Bring about change	16.						
KNOWLEDGE ABOUT:							
17. School finance & budgeting	17.						
18. Laws affecting schools	18.						
19. Organizational theory	19.						
20. Curriculum development	20.						
21. Staff development	21.						
22. Other (please specify) _____	22.						

8. Below are listed the same qualifications. Considering the searches of the past 10 years as a composite, please indicate to what degree the pool of applicants for your superintendents' positions have possessed these qualifications. PLEASE RATE EACH ITEM RELATIVE TO THE OTHERS LISTED.

PERSONAL & PROFESSIONAL QUALIFICATIONS		POOL OF APPLICANTS		
		MOST	SOME	VERY FEW
PERSONAL:				
1. High Expectations	1.			
2. Creativity	2.			
3. Intelligence	3.			
4. Gets along with people	4.			
5. Experience as principal	5.			
6. Experience in Maine schools	6.			
SKILLS TO:				
7. Provide a safe & orderly learning climate	7.			
8. Set clear goals	8.			
9. Communicate effectively	9.			
10. Motivate staff & students	10.			
11. Analyze & solve problems	11.			
12. Administer board policies	12.			
13. Evaluate & report student learning	13.			
14. Supervise & evaluate personnel & programs	14.			
15. Influence community support	15.			
16. Bring about change	16.			
KNOWLEDGE ABOUT:				
17. School finance & budgeting	17.			
18. Laws affecting schools	18.			
19. Organizational theory	19.			
20. Curriculum development	20.			
21. Staff development	21.			
22. Other (please specify) _____	22.			

APPENDIX B

Letters

- Cover Letter
- Letters of Support

John R. McKernan, Jr.
Governor

Eve M. Bither
Commissioner

DEPARTMENT OF
EDUCATIONAL & CULTURAL SERVICES
Telephone (207) 289-5800

Dear Administrator:

The Commissioner's Advisory Committee on Administrator Supply and Demand was formed to identify the present supply of, and present and future demand for, administrators. Administrators, for this study, have been identified by the Committee as superintendents and principals.

In order to obtain data, including the availability of those with certain desired characteristics, the Committee has designed and is presently distributing surveys to all school board chairpersons, superintendents, and principals. Please find an appropriate survey enclosed.

Board chairpersons are asked to rate the importance of certain characteristics for candidates for the superintendency, as well as their perceptions of the degree to which these characteristics were found in the pool of candidates interviewed during the past ten years. Superintendents are asked to do the same for candidates for principalships.

The survey is of crucial importance. Intelligent judgments and recommendations cannot be made without accurate information from you. Please complete and return your survey as soon as possible. Data analysis will be conducted by the University of Southern Maine Testing and Assessment Center.

Represented on the Committee are: Maine School Management Association; Maine School Superintendents Association; Maine Secondary School Principals Association; Maine Elementary School Principals Association; Maine Teachers Association; The University of Maine System; Maine State Board of Education; and the Department of Educational and Cultural Services.

Thank you sincerely for your assistance.

Leo G. Martin
Superintendent of Schools
M.S.A.D. #71
Chairperson

Eve M. Bither
Commissioner
Department of Educational
and Cultural Services

State House Station 23, Augusta, Maine 04333 — *Offices Located at* the Education Building

48-A

MAINE
ELEMENTARY
PRINCIPALS
ASSOCIATION

108 SEWALL STREET, AUGUSTA, MAINE 04330

TO: Elementary Principals

FROM: Eleanor G. Tracy, M.E.P.A. President

RE: Survey: Commissioner's Advisory Committee on Administrator's Supply & Demand

Commissioner Bither and Superintendent Martin, in their cover letter, have stressed the importance of a good return of the enclosed survey to assure valid information in order to make informed judgements about administrator supply and demand in the State of Maine.

It is my hope that the M.E.P.A. membership will consider this to be a priority and thus complete and return this survey as soon as possible.

Thank you.

EGT/mm

Maine Secondary School Principals' Association

AUGUSTA MAINE

WILLIAM PAPPAS, President
Mahoney Middle School
South Portland, Maine 04106

LESTER OUELLETTE, 1st Vice President
Madawaska High School
Madawaska, Maine 04756

ALEX SOMERVILLE, 2nd Vice President
Gardiner Area High School
Gardiner, Maine 04345

RICHARD W. TYLER, Executive Director
16 Winthrop Street
Augusta, Maine 04330

GEORGE A. ANDERSON, Assistant Exec. Dir.
16 Winthrop Street
Augusta, Maine 04330

Tel. 207 - 622-0217

Affiliate: National Association of Secondary School Principals
Member: National Federation of State High School Associations

Dear Principal:

Commissioner Bither and Superintendent Martin, in their cover letter, have stressed the importance of a good return of the enclosed survey to assure valid information in order to make informed judgements about administrator supply and demand in the State of Maine.

I fully realize what your work load is this time of year BUT please try to squeeze five to ten minutes aside and help the committee complete their work.

Thanks!

Sincerely,

Dick

Richard W. Tyler
Executive Director

/sc

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BEST COPY AVAILABLE

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 71
1 STORER STREET, KENNEBUNK, MAINE 04043
TELEPHONE (207) 985-3172

LEO G. MARTIN
SUPERINTENDENT

BARBARA PILLSBURY
SPECIAL EDUCATION

ROBERT LEWIA
BUSINESS MANAGER

"Schools of Excellence"

August 31, 1988

Commissioner Eve M. Bither
Maine Department of Educational and Cultural Services
State House Station #23
Augusta, Maine 04333-0023

Dear Commissioner Bither:

In September of 1986, former Commissioner of Education, Richard Redmond, appointed a committee to "review the issues of administrative supply and demand in Maine". The committee oriented itself to purpose and method, designed a survey instrument from which it could obtain appropriate data, and interpreted the data obtained. A report containing information and recommendations generated by the process is attached. The survey instrument and the results of the survey are included in the report under Appendage I.

You will note from the report that there is genuine cause for concern, i.e., the high turnover rate in the superintendent's position (an average number of years in the position of 5.3 with 60% of the incumbents having been in their present position for less than four years); the high percentage of superintendents who expect to retire (40.4%) or leave the superintendency for other employment (4.4%) within the next five years; and a replacement supply that may be illusionary. The principal's position with a five-year projection of vacancies of 43.4% for secondary principals and 44.0% for elementary principals further underscores the committee's concern.

The committee recognizes Dr. Loren Downey, chief author of the report, for his special contribution and for the University resources he put at the committee's disposal.

The committee is available to assist you in any initiatives you may wish to take as a result of this report.

MAINE'S FINEST RESORT AREA KENNEBUNK – KENNEBUNKPORT – KENNEBUNK BEACH – CAPE PORPOISE – GOOSE ROCKS BEACH

Committee members are:

Leo G. Martin, Chairman,
Maine School Superintendent's Association
Anne Anctil, Teacher Representative
J. Duke Albanese, Maine School Superintendent's Association
Administrator Certification Pilot Site
Paul Brunelle, Executive Director, Maine School Management
Association
Loren W. Downey, Director of U.M.S. Office of Professional
Educational Development
Steven Hamblin, Director of Certification, Department of
Educational and Cultural Services
Henry Kinsley, Jr., Maine School Boards Association
Eleanor Tracy, Maine elementary Principals Association
Richard Tyler, Executive Director, Maine Secondary School
Principal's Association
Polly Ward, Assistant to the Commissioner, Department of
Educational and Cultural Services
Carol Wishcamper, Chairman, State Board of Education.

Respectfully submitted,

Leo G. Martin

Leo G. Martin, Chairman

LGM:ss

Attachment

MAINE SCHOOL MANAGEMENT ASSOCIATION

108 Sewall Street, Augusta, Maine 04330
Tel. (207) 622-3473 or 622-4971

TO: School Board Chairmen and Superintendents of Schools

FROM: Paul E. Brunelle, Executive Director

RE: Important Survey

About a year ago, MSMA informed then Commissioner Richard Redmond that there appeared to be a very real problem relative to the limited supply of available candidates for the school superintendency. Soon after, Commissioner Redmond organized a Committee comprised of representatives from all of the various education constituencies. He also expanded the Committee's charge to incorporate similarly perceived problems with candidates for the principalship. As a result, the Committee, working with the University of Southern Maine, has developed survey instruments aimed at gathering information from all of the State's Board Chairmen and Superintendents, as well as from a significant number of Principals.

It is extremely important that we learn all that we can from you about this problem. Please take the time from your busy schedule to complete and return the enclosed survey.

THANK YOU!

Enclosure

Executive Director
Paul E. Brunelle

Associate Executive Director
Daniel A. Calderwood

Assistant Executive Director
Labor Relations/Insurance
Paul S. Hurlburt

Coordinator of Special Projects
Kimberly R. McBride